***Anticipatory Sets***

***AS DEFINITION***: A brief activity or event at the beginning of the lesson that effectively engages students' attention and focuses their thoughts on the learning objective.

***What is the purpose of an AS?***  • To involve all students, focus everyone's attention, whet appetites. • To make sure everyone's on the train, and knows where it's going, before it leaves the station. • Bait the hook in order to catch the fish. • Also needed after interruptions, to refocus attention on the learning objective.

***How long is AS?*** As long or short as necessary.

***What does AS include?***  • The anticipatory set should be designed to have direct relevance to the instructional objective, whether that objective is implied or stated in the set. • AS may include review of significant or related information to establish continuity with previous lessons; allusion to familiar frames of reference; or demonstrations to ground the lesson in concrete operations. • AS provides students with a label for the lesson; vocabulary, name, title, overall direction or context for the objective of the lesson. • AS allows the student to know which hook on the hat-rack to reach for when recall of the lesson may be needed.

***Methods***: Question(s); demonstration (especially one with a result the students do not expect); story or anecdote; shock; humor; pertinent news item; role-playing; modelling/visualization; quiz. Be creative in planning your anticipatory sets!

***Would this be an accurate definition of AS?*** To initially focus learner attention on a problem in a way that captures their interest.

The above question was "closure."

***Closing a Lesson (Closure)***

***Definition:*** A natural stopping point in the lesson or especially at its end, which points back to the objective and captures its relevance to the unit. Closure keeps the big picture in view, either by relating the objective to other fields or topics, or by raising a related question to ponder in anticipation of the next lesson. Closure ensures that the objectives are met and applied, as students reapply or label the lesson for themselves.

***Closure:***  • Closure is NOT a summary or recapitulation of the lesson! If a summary is necessary, at the very least let students do it.

  • Closure is a commencement of life in light of the lesson. With closure you pass the torch to the learners, who are now the doers and teachers of the objective.

   • Closure is not a teacher activity, but an act of the learner. Students internalize the lesson in closure; verbalize it to themselves or to each other for increased retention and to facilitate transfer.

  • Closure refocuses students' attention on the objective. Answering a question related to the objective, or performing an activity that confirms mastery of the objective gives students the opportunity to recognize what they have learned.

  • Closure is like looking back upon the trail so that one knows which way one has come. The lesson may have made perfect sense as long as the teacher was leading the class; closure is necessary to ensure that the learners have become future teachers, able to lead other learners along the same trail.

***Purpose:***  • To ensure effectiveness of learning (not thoroughness of presentation). • To allow students to demonstrate their successful engagement of the lesson. • If a summary is necessary, ask students to do it. • Students reapply lesson; internalize or verbalize it for retention and transfer (the latter makes for effective closure questions). • Keep the big picture; associate title or name of lesson with concepts learned. • To make sure they know which train they were on, and where they have got off.

Planning effective closure activities takes time! Don't save it until later: build it into the lesson plan. Never give up on a lesson and quit before some kind of closure activity.

***Can closure be effectively accomplished if a teacher lectures right up to the bell? No.***

***Bellwork***

***Definition:*** Bellwork is simply an activity that students complete as soon as they walk into the class before the ‘bell’ actually rings for the lesson. I used to call it the ‘early bird activity’.

***Purpose:*** The idea behind bellwork is that students are engaged in an activity as soon as they enter the room and are therefore focused on the subject. Bellwork also serves a number of other useful functions. It allows you to complete other activities (checking homework, preparing the lesson etc) before the lesson officially starts whilst the students are busy completing the bellwork activity. Also, I found that it sets the scene for the lesson and that students knew that as soon as they entered my classroom then they would be engaged in some sort of activity. I also found it much easier to get the lesson started as my students were not engaged in talking about the TV the night before.

Then, when the lesson officially starts you can move onto the normal starter activity.

Bellwork activities should normally last around 3 or 4 minutes and can be anything from an activity reviewing the previous lesson, a thought provoking question or an activity designed to get the students thinking about the lesson ahead.

Simple, but very, very effective.